Navigating the Net

## Avoiding wrong turns on the information superhighway

Lesson Overview

Health information is one of the most accessed types of information on the World Wide Web. Millions of Internet sites provide health information. This lesson focuses on how to successfully navigate the Internet to find reliable and accurate information. Students learn how to determine which web sites are scientifically credible sites and which ones provide misinformation or promote questionable products.

Destination: Discerning Credible from "In-Credible" Information

- Students will appreciate the magnitude of health information that is available at the click of a mouse and understand how information is posted, by whom, and for what purposes.
- Students will demonstrate the ability to find health information on the World Wide Web on a variety of topics for various purposes.
- Students will learn to discern credible sources of information from those providing misinformation and promoting questionable products or practices.
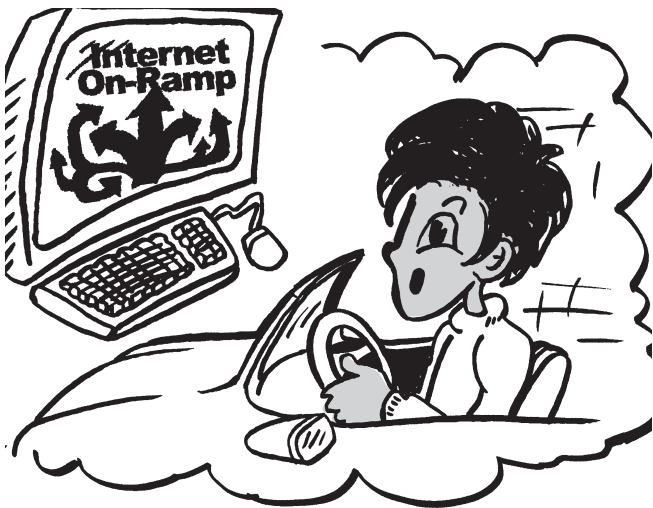
Itinerary

To take the "Shortcut" in 30 minutes, follow this route in class:
- Ignition (5-10 minutes)
- Driver's Ed (10 minutes)
- Test Drive (10 minutes)
- Take the Keys (up to 5 minutes)

To take the "Standard Trip" in 40-50 minutes, follow this route:
- Assign only first half of pre-class assignment*
- Ignition (5-10 minutes)
- Finding the Good, Bad and Ugly (20-25 minutes in computer lab)
- Driver's Ed (10 minutes)
- Test Drive (10 minutes, *or complete all of pre-class assignment and instead of doing Good, Bad and Ugly in class, allow more time for discussion in class
- Take the Keys (5 minutes)

To take the "Extended Trip" in 90 minutes or 2 class periods, follow this route (in computer lab), or complete two lessons:
- Learner's Permit (10-20 minutes, for first half of assignment)
- Ignition (10 minutes)
- Finding the Good, Bad and Ugly (20-25 minutes)
- Driver's Ed (10-15 minutes)
- Test Drive (10-20 minutes)
- Take the Keys (5 minutes)
- Take the Wheel (up to 10 minutes, just begin assignment)

Packing for the Journey:

- Make copies of student handouts. Decide how many days before lesson to give pre-class assignment.
- Students need access to computer lab and/or personal computer to complete assignment.
- The statistics listed in "Put Key in Ignition" may be updated, check the web references cited.

- Chalk board or blank overheads for recording answers to discussion questions
- Create overhead transparencies.
- Student Assessment
- Select follow-up activit(ies) for students to complete post instruction.

Your Teaching Road Map . . .

Give Students a Learner's Permit

- Provide students with the pre-class"Navigating the Net" handout (page 26).
- Assign each student to use one of the search engines listed, assigning all or a part of the total list (eg. Each row of students could use a different search engine.). Have the students circle the name of their assigned search engine on the front of the handout and write it in the blank space on the top of the reverse side of the handout.
- Review and/or demonstrate how to use a search engine if necessary.
- Have each student search all or a part of the key words listed and record the number of sites available. (eg. Each student in a row could be assigned 2 key words.)
- You may wish to complete the pre-class assignment, "Let's Find Out," to check accuracy of student work.
- Assign "Searching the Net" (page 27) by explaining the instructions and either assigning topics or allowing students to select their own.
- You may wish to complete an example of the pre-class assignment, "Searching the Net," to have an example ready to discuss or as an alternative to assigning for students to complete.

Provide the following information about web searches, if necessary (this might be discussed when pre-class assignment is given):
- Search engines work by scanning the Internet for World Wide Web pages that match the search terms used. The search engine looks for these terms as key words placed in the web pages. Search engines often rank sites according to the number of external links to the site.
- Web directories maintain information on web sites in categories and sub categories. They utilize staff to visit and evaluate web sites to place them into these categories.
- FYI: Sites about sex usually rank in the top 3-5 categories using any search engine. This key word was not included in the list as it is generally filtered by schools and to avoid tempting students to linking to sites.

Put the Key in the Ignition:
Computer and Internet Usage

As students come to class with their assignment completed, have them compile the statistics from the "Let's Find Out" assignment and compute the average number of sites found for each key word. Provide a means to record the # of sites/key word for each of the search engines used (such as a table on the board). Have students, individually or in small groups, compute the average # of sites for *one* key word and list on the board.

Create a bar graph, or make a list on the board or overhead with the categories and numbers of sites in descending order from most to least. To make a bar graph, draw an "x" axis for a bar graph with the 12 key words written under the axis and the # of millions of sites on the "y" axis. Have students come forward and make a bar of the appropriate height for their key word.

The number of Americans with computers and using the Internet increases daily. The time Americans of all ages spend at the computer also continues to increase. The number of web sites available to access information of all kinds increases at an astounding rate. The Internet has quickly become one of the main sources of information, especially for today's teens. What used to require hours in the library can be found with the click of a mouse.

Have your students guess the following statistics. Update, if more recent information is available. (Sources are listed with the information provided.) This is just a sampling of the information available about computer and Internet usage. Fill in the blanks on overhead transparencies.

What percentage of American households have a home computer?
51% of all US homes had a computer in the fall of 2000 according to research conducted by the US Dept of Commerce. (www.digitaldividenetwork.org) Compare this to 98% of American households with at least one television set, and an average of 2.75 televisions. (www.mediascope.org)

What is the average age for first computer usage?
Age 2 (www.mediascope.org)

How much time do teens spend on average per day on the computer?
2-1/2 hours (www.mediascope.org)

Put the Key in the Ignition

What percentage of American households have access to the Internet?

41.5% of all US homes had internet access in the fall of 2000 according to research conducted by the US Dept of Commerce. (www.digitaldividenetwork.org) More than 100 million Americans use the Internet, spending an average of 7 hours a week online. 61% of households with children ages 6-17 have Internet access. (www.mediascope.org)

How much time does the average teen spend online every day?

2 hours (www.mediascope.org)

What is the number one source of information for young adults?

The Web Is the Major Source of Information for Young Adults
The following findings are part of a study carried out by Opinion Research Corp. for the Round Table Group, a consortium of university professors who consult high-tech startups. The survey was conducted by telephone with 1,014 American households.
- 67% of Americans between 18 to 24 live in households that use the Internet to access essential information, as compared to a national average of only 46% among other age groups.
- The young also seem to prefer the Web over traditional informational media: 59% said they consider the Web more "useful" than newspapers and 53% find it more useful than TV for receiving information.
- 84% of young adults said they are more likely to use the Internet to retrieve useful information than go to the public library.
- 47% said they would consider taking an educational course through the Web.
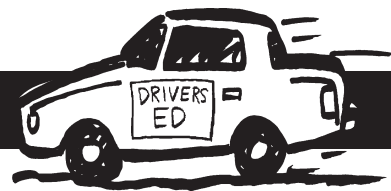Source: Media Central."The Buzz: Web cited as major info source for young adults," May 20, 2000

What is the most common category of web site available?

(see class list — It is usually "news.")

How does health rank in the listing of types of web site information available?

(see class list - it is usually in top 3-4 categories)

Why might someone seek the information *you* found in your Internet search? Are Americans interested in health information? *(allow for responses and examples)*

Yes, especially health information related to nutrition and fitness.
More and more people are aware of the relationship between diet, disease prevention and optimal health. Also, consumers today are taking greater responsibility for their health care decisions, creating a demand for information about nutrition.

This demand for nutrition information also creates an opportunity for fraud and quackery to flourish.

What is fraud, or quackery? *(allow for students to define)*
Providing misinformation with the intent to promote a product or practice that has not been proven effective and may be harmful.

What are some examples of fraud or quackery that you found? *(allow for responses and examples)*

Technology is a great tool for accessing information quickly and easily. But, the amount of questionable, downright inaccurate, and potentially dangerous sites providing information is huge.

How do you tell the good from the bad? Did you know that the accuracy of information appearing on web sites is *not* regulated by any government agency? Consumers need to learn ways to discern credible from questionable sources.

As you were scanning the list of sites you could access from your search, what types of sites were in the greatest number? "Good" sites? Or, "bad" sites? *(take a poll)*

When doing the assignment "Searching the Net," how difficult was it to decide whether a site was credible or not?

What criteria did you use to decide you could trust the information?
(List ideas on chalk board or overhead.)

(Have students give examples from their assignments)

What criteria did you use to decide the information was misleading or false?
(List ideas on chalk board or overhead.)

(Have students give examples from their assignments)

Provide students with the second "Navigating the Net" handout (pages 28-29, copied back-to-back). Compare their answers to the above questions, to the lists on the traffic light.

"Go" principles should be found in the list generated answering the question about criteria for information you could trust.

"Stop" and "Proceed with Caution" principles would be found in the list generated answering the question of how they decided information was misleading or false.

Commend students on their matches for using good common sense. Discuss examples of each principle so they make sense to the students.

Stop, Go or Proceed with Caution?

In pairs or small groups have the students complete the activity on the handout. Discuss, as time allows, student findings with the entire class.

Why is the information that we've decided is false or misleading so appealing to so many consumers? What makes them fall for these claims?

Alternate Route

■   Technology also includes the use of computer CD-roms for learning, games, and analysis of diet or activity. Discuss their use.

■   Work as a class to create a rating scale for youth web sites. Then use this scale to rate the web sites for children listed on the take-home handout.

■   Provide a clean copy of traffic signal handout and have students use to critique the information at two more sites, using the same directions as in the pre-class and in-class activities.

■   Provide pre-class assignment handout for the next lesson, which has students find news and research about a nutrition or fitness topic.

■   Create a vision for what they would consider the ideal teen health site.

🔑 **Who can create a web site? Do you have to apply and have your site approved? No. All one needs to create a web site is a computer and a modem. Anyone can have a web site and post whatever information they want.**

🔑 **Some sites are self serving, only out to make a profit or promote a personal agenda or opinion, which may be harmless, but can be potentially very harmful. Other sites provide a wealth of useful information and are available to serve others. Whether a web site offers products for sale or not is *not* the best guideline for evaluating the content of the information provided. But, certainly consider how the products are promoted. With no governing agency regulating the content of web sites, it is up to consumers to make informed decisions.**

🔑 **Today you have been given the key of "Discernment." Have you ever heard that word before? What does it mean?**

(Discernment is the ability to tell what is helpful from what is harmful.)

You can discern between the useful and useless, and possibly dangerous, sites using common sense and sound principles of scientific thought. When you navigate the net with this knowledge, the possible information you can access with ease is endless. Take advantage of this valuable resource.
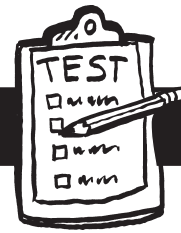
Take the Wheel

Provide students with the take-home assignment "Navigating the Net: Avoiding Wrong Turns on the Information Superhighway" (pages 30-31). Discuss the options and assign for homework. If time allows in class, begin the assignment.

Driver's Test: Check Under the Hood

1. c (or d if that is what you find in class)
2. b
3. d
4. d
5. a

Navigating the Net
Avoiding Wrong Turns on the Information Super Highway

1. The number of web sites providing information about health on the World Wide Web is:
   a.   under 10 million
   b.   11-50 million
   c.   51-100 million
   d.   over 100 million

2. What is the number one source of information for teens from the list below:
   a.   newspapers
   b.   Internet
   c.   television
   d.   library

3. Which of the following is NOT a recommended way to determine whether a web site is credible?
   a.   look for references to claims made that are backed by published scientific research
   b.   watch out for claims that sound too good to be true
   c.   look for the web site to be hosted and/or backed by a respected governmental agency
        or professional association
   d.   avoid sites that have products or programs for sale

4. Which of the following interpretations of research could be misleading?
   a.   the first study to find that eating tomato products containing lycopene reduces the risk for cancer is
        referenced to promote a supplement with lycopene
   b.   a doctor with prostate cancer successfully treats himself and ten other cancer patients with a diet high in
        lycopene and tells about it on his hospital web site
   c.   the finding that populations eating greater quantities of tomato-based foods in their diets have lower rates
        of certain cancers and heart disease proves that lycopene prevents these diseases
   d.   all of the above interpretations could be misleading
   e.   none of the above interpretations could be misleading

5. Who is allowed to post health information on the World Wide Web?
   a.   anyone, I could host a health web site
   b.   only medical doctors
   c.   health professionals with the approval of the Internet Healthcare Coalition
   d.   anyone, as long as the site and information is approved by the URAC (American Accreditation
        HealthCare Commission)

For further reading:

Position of the American Dietetic Association: Food and nutrition misinformation. JADA. February 2002. 102(2): 260-266.

"Navigating for Health: Finding Accurate Information on the Internet" Food Insight. International Food Information Council Foundation. Nov/Dec 2000.

Hedberg, B. *The Web-Savvy Student,* 2001
Can be ordered from the Center for Media Literacy, http://gpn.unl.edu/cml

"The Internet and Your Family" by The American Academy of Pediatrics available at http://www.aap.org/family/interfamily.htm

"Understanding Nutrition Information" is an interactive series of lessons utilizing scientific thinking to evaluate nutritional claims in the literature and popular media. Available at Purdue University's Foods and Nutrition Cooperative Extension web site: http://www.ces.purdue.edu/nutrition/understanding/

Web sites

Online Health Information
Food and Nutrition Information's Consumer Corner
http://www.nal.usda.gov/fnic/consumersite/hot-online.htm

Become a Savvy Surfer
Oregon Health and Science University
http://www.ohsu.edu/croet/resources/healthinfo.html

Health Claims on the Internet: Buyer Beware
Federal Trade Commission
http://www.ftc.gov/bcp/conline/features/healthclaims.htm

Tips for Health Consumers:
Finding Quality Health Information on the Internet
Internet Healthcare Coalition
http://www.ihealthcoalition.org/content/tips.html

Online Health Information: Should You Believe What You See?
http://www.extension.iastate.edu/Publications/N3418.pdf

Operation Cure All
A law enforcement and consumer education campaign against false and unsubstantiated health claims on the Internet.
http://www.ftc.gov/bcp/conline/edcams/cureall/index.html

Your Spare Tire:
Teaching Resources

Thinking Critically About Discipline-Based World Wide Web Resources UCLA Library
http://www.library.ucla.edu/libraries/college/help/critical/discipline.htm

Evaluating Information Found on the Web
University of Arizona Library
http://www.library.arizona.edu/rio/web7.html

Critically Analyzing Information Sources
Cornell University Library
http://www.library.cornell.edu/okuref/research/skill26.htm

Evaluating Internet Research Sources
Virtual Salt
http://www.virtualsalt.com/evalu8it.htm

Evaluating Health Information on the Internet
Michigan Electronic Library
http://www.mel.lib.mi.us/health/health-evaluating.html

Health Websites: Which ones should you trust
MayoClinic.com
http://www.mayoclinic.com/invoke.cfm?id=HQ00805

Ten C's for Evaluating Internet Sources
Wisconsin Eau Claire Library
http://www.uwec.edu/library/Guides/tencs.html

Center for Media Education
http://cme.org/teenstudy/index.html

CyberNetiquette Comix
at Disney Online is an interactive way for families to learn online safety
http://www.disney.go.com/cybersafety

Safety Clicks!
National campaign for online safety cosponsored by AOL and the National
School Boards Foundation
www.safetyclicks.com

(More websites about fraud/quackery):
http://g.webrihg.com/hub?ring=antiquackerysite

http://www.cdc.gov/hoax_rumors.htm

Urban Legend Reference Pages:
http://www.snopes.com/info/search/search.asp

Navigating the Net

Avoiding Wrong Turns on the Information Super Highway

Have You Ever Wondered . . .

What key word search brings up more potential Internet sites than any other? How many Internet sites provide health information? How do you find information about nutrition and fitness using the Internet? How do you tell which Internet sites provide accurate and reliable information?
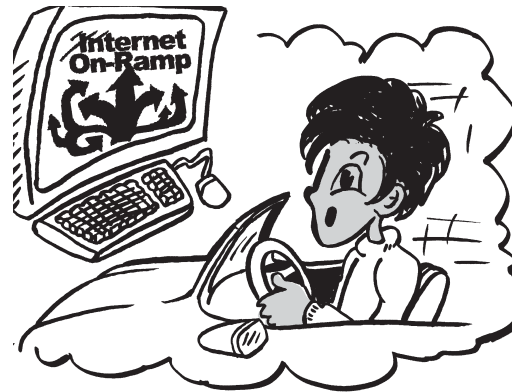
Let's Find Out:

Search the list of key words below using one of the following search engines or web directories (these four are listed because they provide the total number of sites found). Type in each key word one at a time, allow the search engine to locate sites, and record how many sites are available. The total number of available sites will be listed on the page in the location indicated below, and will be in the millions (32,500,000 = 32.5 million). Use this information in class to share and compare.

Before you start your search, guess which 3 key words will have the most sites:

#1 _____   #2 _____   #3 _____

Possible search engines and web directories:
Yahoo.com   (bottom)   Altavista.com   (middle)
Google.com   (top)   Lycos.com   (middle)

Key Words to access information: # of sites:
Art   _____ million
Business   _____ million
Fitness   _____ million
Food   _____ million
Health   _____ million
History   _____ million
Music   _____ million
News   _____ million
Nutrition   _____ million
Science   _____ million
Travel   _____ million
Weight   _____ million

What search engine did you use?   _____
What were the three top categories: #1 _____
                                             #2 _____
                                             #3 _____

What "rank" was health? _____

Searching the Net: Finding the Good, the Bad and the Ugly

Use a search engine (the same one, or any one of your choice) to locate two sources of information about the same nutrition topic. As before, type one of the following key words into the search engine. Look at some of the sites that come up. Use your best judgment to pick one example you think is an accurate and reliable source and one example you think presents misinformation. Be prepared to share in class why you made your selections. Print enough information from each site to show what information is provided at each site.

Possible topics:

Aging	Ergogenic Aids	Omega-3 Fatty Acids
Antioxidants	Fat Replacers	Organic Foods
Aspartame	Fiber	Protein
Biotechnology	Fitness	Soy
Caffeine	Food Allergies	Sports drinks
Calcium	Food Safety	Sugar
Cancer	Functional Foods	Trans Fats
Carbohydrate	Growth hormone	Vegetarianism
Diabetes	Heart disease	Water
Diet Supplements	Obesity	Weight Control

My topic: _____   Search engine: _____
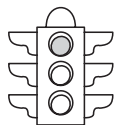
The "Good" web site: _____

Why I think this web site provides accurate and reliable information:

The "Bad and the Ugly" web site: _____

Why I think this web site provides misinformation:

Navigating the Net

STOP

- **Recommendations that promise a quick fix.**
  Watch out for words like "nontoxic," "natural," "holistic," or "miraculous."
- **Dire warnings of danger from a single product/food/practice.**
  Watch out for words like "poison" and "conspiracy."
- **Dramatic statements that are refuted by reputable scientific organizations.**
  Before taking advice like this, get a second opinion. Ask your doctor or a respected health professional, such as a Registered Dietitian.
- **Recommendations based on studies published without peer review.**
  (leading medical journals use peer review of research before publishing)
  Results should discuss limitations of study and compare findings with other published research.
- **Recommendations from studies that ignore differences among individuals or groups.**
  Results should discuss who the results apply to (such as men or women). Watch out for anecdotal evidence. One person's individual testimony does not qualify for scientific research.
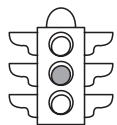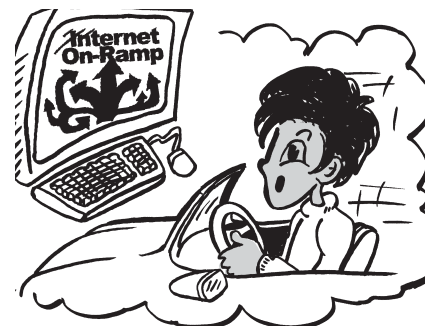
PROCEED WITH CAUTION

- **Claims that sound too good to be true.**
  If it sounds too good to be true, it probably is.
- **Simplistic conclusions drawn from a complex study.**
  Examples include: Making an association between two occurences = cause and effect; extrapolating one link in a chain of events to proving the whole chain; and making probabilities into certainties.
- **Recommendations based on a single study.**
  Preliminary research needs to be followed by more studies, using more subjects, different subjects, controlling for other variables, and using other methods.
- **Lists of 'good' and 'bad' foods.**
  No single food results in a healthy or unhealthy diet. All foods can fit in a healthy diet when eaten in moderation.
- **Recommendations made to help sell a product such as herbs, dietary supplements, homeopathic products, 'alternative' methods, etc.** Reputable sites for these products will fully disclose benefits (which should be modest rather than miraculous) and risks.
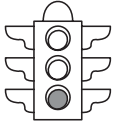
GO

- **Web site conveys a professional and credible appearance**. A credible site fully discloses who they are, provides the name of the organization or business on the home page and indicates professional affiliations and links. Text should be free of spelling and grammatical errors.
(Be careful, as appearances can be deceiving; and some official sounding titles are not real.)
- **Recommendations are backed by current scientific research, published in peer reviewed journals.** Check dates, references, and credentials.
- **Recommendations are supported by credible medical and/or governmental agencies and associations.** The web site should provide supporting evidence, disclose who they are, describe any conflicts of interest if necessary, and provide a means to contact them.
- **Recommendations are positive, practical and personal.** If it isn't something that you could incorporate permanently and realistically into your lifestyle and budget, then it probably isn't good advice.
- **Information is current.** Credible sites update frequently. Checks dates for most recent update of the information provided.

Work with your partner or small group to find several examples each of the Stop, Proceed with Caution, and Go principles for evaluating a web site. Use the information you found completing the assignment "Searching the Net." Write a brief description of the "best" examples you and/or your partner or group found, which can include statements, statistics, claims, recommendations or guidelines.

Examples of STOP:

Examples of PROCEED WITH CAUTION:

Examples of GO:

These principles for evaluating web sites are adapted from: "10 Red Flags to Spot Junk Science" (Food and Nutrition Science Alliance), 1996; The Position of the American Dietetic Association: Food and nutrition misinformation, 2002; IFIC Foundation Food Insight, Nov/Dec 2000; and www.quackwatch.org.

Navigating the Net
Avoiding Wrong Turns on the Information Super Highway

The Key of Discernment

You have been given a valuable key to help you navigate the net with wisdom. Discernment is the ability to tell what is helpful from what is harmful. You can now differentiate a credible resource on the Web from a site that provides misinformation or promotes questionable products or practices. Use this knowledge to begin finding useful information to help you make smart decisions. Make decisions that will steer you in a healthy direction and avoid wrong turns that could lead you to disaster.

Carpooling

Get together with at least 2-3 others, such as your family at supper, or some friends at your lunch table. Find out how they use computers and the Internet. Make a survey of where they use a computer (work, school, library, home, etc.), and how many hours per week they think they do each of the following: 1) work or homework; 2) looking up information; 3) shopping or banking; 4) playing games; 5) reading or sending e-mail; 6) instant messaging; 7) other. Discuss what they think is best about this technology and what they think are its negatives. Write up what you find out.

Honk Your Horn

Use one of the following ideas to tell others what you learned about navigating the net: 1) Write a story for your school or local paper. 2) Make a public service announcement for your school radio station or announcements. 3) Make a poster, bulletin board or display for your classroom, hallway, or lunchroom. 4) Volunteer to work with a group of younger students in the elementary or middle school in the computer lab.

Take a Test Drive

Begin work on a nutrition or fitness project by researching the Internet for credible information. Use the web sites provided, as well as do key word searches, to find statistics, facts, news articles, research studies, recommendations and guidelines, programs and ideas.

Check Your Oil

The Internet has many web sites providing information that you can use to learn more about your personal health and wellness. To get an idea of what information is available, use the web sites listed on the reverse side to find out the following facts: 1) The recommendation of the Food and Nutrition Board for amount of calcium you need as a teenager. 2) The amount of calcium found in the following foods: 1 cup milk, 1 ounce cheese, 1/2 cup of broccoli, 1 small order of French fries, using the USDA Nutrient Composition of Foods database. 3) The number of servings of dairy foods recommended in the Food Guide Pyramid for a teenager. 4) Whether the Healthy People 2010 goals has a goal for calcium intake for teenagers, and, 5) Five benefits of consuming calcium-rich foods for health from credible web sites. Write up and reference your answers.

Refueling Pit Stop

The Internet is a great resource for recipes. Find a recipe, using one of the web sites listed on the reverse side, to prepare for your friends or family. Select a recipe to fit one or more of the following criteria: 1) a quick, delicious, and nutritious breakfast; 2) a creative sandwich to pack and go; 3) a colorful side dish featuring fruits or vegetables; 4) a snack or party food that includes foods from 3 or more food groups; or 5) a blender beverage that provides protein, calcium and other beneficial nutrients. Try it out and turn in your recipe and a description of how it turned out.

Web Sites for Nutrition Information

USDA Nutrient Composition of Foods
http://www.nal.usda.gov/fnic/foodcomp/
Interactive Healthy Eating Index (USDA)
http://www.usda.gov/cnpp/
Food Guide Pyramid
http://www.nal.usda.gov/fnic/Fpyr/pyramid
Food and Nutrition Board,
Institute of Medicine, National Academy of Science
http://www.iom.edu/IOM
Dietary Guidelines for Americans
http://www.nal.usda.gov/fnic/dga/index.html
American Dietetic Association
http://www.eatright.org
American Heart Association Diet
http://www.americanheart.org
International Food Information Council
http://ificinfo.health.org
Centers for Disease Control,
Health Topics A to Z
http://www.cdc.gov/health/
Healthy People 2010 and Healthfinder,
Health Information Resources
http://web.health.gov/healthypeople/
National Institutes of Health, Health Information
http://health.nih.gov/
National Heart, Lung, and Blood Institute
Body Mass Index Guidelines
http://www.nhlbi.nih.gov/guidelines/obesity/

Web Sites about Fraud/Quackery

Tufts Nutrition Navigator
http://www.navigator.tufts.edu/
Diet Fraud
http://www.dietfraud.com/
Health Quackery Information
http://www.quackwatch.org/
http://www.ncahf.org/

Web Sites for Children, Parents, and Teens

http://www.cdc.gov/powerfulbones/
http://www.usda.gov/news/usdakids/
http://kidshealth.org/teen/nutrition
http://www.nutritionforkids.com/
http://www.healthfinder.gov/kids
http://kidnetic.com
http://www.verbnow.gov
http://www.bam.gov
http://www.teengrowth.com

Web Sites for News Stories

http://www.msnbc.com/news/
http://customwire.ap.org/
http://www.healthscout.com
http://www.cnn.com/
http://www.usatoday.com/news/health/
http://www.nytimes.com/
http://www.foodnavigator.com/
http://www.chicagotribune.com/
http://www.reuters.com/
http://www.nutritionnewsfocus.com/
http://health.yahoo.com/health/news/acs/

Web Sites for Locating Research Articles

Northern Light
http://www.northernlight.com/
Academic Search
http://www.academicsearch.com/
ProQuest
http://www.proquest.com/
Lexis-Nexis
http://www.lexis-nexis.com/
NLM Gateway
http://gateway.nlm.nih.gov/gw/Cmd/
PubScience
http://pubsci.osti.gov/
WebMedLit
http://webmedlit.silverplater.com/index.html
Pub Med
http://www.ncbi.nlm.nih.gov/PubMed/
Find Articles
http://www.findarticles.com/
Eureka Alert
http://www.eurekalert.org/

Web Sites for Recipes

http://www.allrecipes.com/
http://www.berkeley.edu/recipes/
http://www.cookinglight.com
http://www.copykat.com/copykat/index2.html
http://www.culinary.com
http://www.culinarycafe.com
http://www.epicurious.com
http://www.foodtv.com
http://www.foodandhealth.com
http://www.favoritebrandrecipes.com
http://www.ichef.com
http://www.mealsforyou.com
http://www.topsecretrecipes.com
http://www.eatethnic.com/